



HOW SAFE ARE SCHOOLS FOR STUDENTS AND TEACHERS? A STUDY ON PREVALENCE OF VIOLENCE IN SCHOOLS OF INDIA

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ABSTRACT

A couple of recent high profile cases of violence in schools which included murder of a student by senior and shooting of principal by a student shocked the country. Many other such cases of physical/sexual assault of students by peer or by teachers also caught public attention during past couple of years. But minor incidences of violence which are of regular occurrence in schools have been rarely reported and keep on disturbing the schools. Some of these minor cases turn into severe ones as evidenced in many news and research reports. The information on the rate and scope of different types of school violence is thus essential for creating awareness and developing effective interventions to deal with school violence. An empirical research was conducted to measure the rate of various kinds of violence in schools. Data was collected from 3234 students of 124 schools in rural and urban areas of one state i.e. Punjab and UT Chandigarh of India. Findings indicated that psychological, emotional, physical and sexual violence were widely spread in the schools. Two third of sampled students were frequently victimized by their peers. Besides, nine students out of ten were victimized by teachers (with 56% reported to be frequent victims). Incidents of violence against teachers were also not uncommon.

KEYWORDS: School Violence, Student to Student Violence, Teacher to Student Violence, Student to Teacher Violence.

INTRODUCTION

Children are sent to school to evolve as good human being. It is assumed that children learn the values of non-violence, cooperation, tolerance and respect in schools. Reported acts of violence in schools indicate that school as key socialization agencies is losing its stake to inculcate human values and civic strategies. Parents started worrying about the security of their child in school. There is a growing perception among public that schools are becoming more violent and dangerous than ever before. Though violence in schools is not a new phenomenon but is becoming a cause of concern due to its increasingly serious nature and rate as well (Leoschut, 2008). Besides this, the reasons for violence are more random and senseless than ever. It seems many students are losing sense and sensitivity both.

School violence wears many faces such as physical, psychological or sexual harassment. According to Miller and Kraus (1998) "school violence includes but is not limited to such behaviors as child and teacher victimization, child and/or teacher perpetration, physical and psychological exploitation, cyber victimization, cyber threats and bullying, fights, bullying, classroom disorder, physical and psychological injury to teacher and student, cult-related behavior and activities, sexual and other boundary violations, and use of weapons in the school environment" (p.15). But the general perception about violence in school is limited to physical fights; attacks; school shootings etc. as highlighted in media. However, such events are very rare, but instances of low-level violence are far more common across the world but go unreported (Agnich, & Miyazaki, 2013; Williams, 2007). Bullying is the most prevalent form worldwide and started gaining attention recently (Whitted & Dupper, 2005). A report of Plan International (2013) revealed that every year more than 246 million children in world suffer from one or other form of violence at school. Nowadays not only students but teachers are equally at risk, as victims of violence.

School violence leads to loss of trust, feelings of hopelessness and suicidal tendency (Pottinger and Stair, 2009), poorer school

performance (Hemphill et al., 2011) and maladjustment (Munni & Malhi, 2006) among students. Even being bullied can be a forerunner to future violence (Osofsky & Osofsky, 2001). Thus, it produces short term as well as long term effects on children that result in internalising (e.g. depression, withdrawal) and externalising (e.g. aggression, attention deficit, conduct disorder etc) problems. Not only students but teachers also bear consequences of victimization. The victimized teachers develop a variety of maladaptive behaviors such as fear, anxiety, stress, depression, sleep disorders, poor social functioning and low school performance (Dzuka & Dalbert, 2007; Galand, Lecocq, & Philippot, 2007; Kondrasuk et al., 2005; Shernoff, Mehta, Atkins, Torf, & Spencer, 2011; Wilson, Douglas, & Lyon, 2011). Many teachers felt long term impact of a serious bullying incident on their physical, emotional or occupational health and well-being (Siann et al. 1993; Sullivan, 2004; West, 2007). Violence also undermines teachers' ability to teach (Henry, 2000). McMahon et al., (2014) pointed that schools with high levels of teacher victimization could not be expected to create positive teacher-student relationships or an environment conducive to effectual learning or teaching.

International Scenario of School Violence

Student to student violence

Vivolo, Holt and Massetti (2011) mention that student to student violence includes severe physical assault (homicide), minor physical assault (pushing, punching, kicking), verbal aggression (yelling, teasing, insulting), or relational aggression (rumor spreading, stealing).

In Asian region seven out of 10 children experience violence at school (Summary report on violence in Asia, 2015). Craig et al (2009) conducted a study across 40 nations and found that 12.6% students were bullied, 10.7% perpetrated bullying and 3.6% were both perpetrators and victims. Cook et al. (2010) reported that student to student is prevalent all over the world with different frequencies.

In Asian countries Turkey, Cambodia, Indonesia, Vietnam, there are 33%-80% peer victims (Plan Asia, 2015). About 50–80% of young people are victimized by peer in **U.K.** (Department for Children Schools and Families, Special Educational Needs, 2010). Researchers also revealed high rate of student to student violence in England, Taiwan, Germany, Nigeria, Taiwan, etc. (McMohan, 2007; Chen & Astor, 2009; Fuchs et al, 2008; Omoteso, 2010). About 61% in Zambian students are victimized by peers (Fleming and Jacobsen, 2010). Burton and Leoschut (2013) found that a total of 22.2% of the learners experienced threats of violence, assault, sexual assault and robbery.

Teacher to student violence

Millions of students suffer with violence by teachers in guise of discipline worldwide. More than 80 per cent of students in some countries suffer corporal punishment at school (Plan International, 2013). Teacher to student violence is generally includes corporal punishment. Corporal punishment does not mean physical violence on the child, but also verbal insults, humiliation and loss of self esteem. Due to this, self perception of children gets altered even before it emerges (NCPCR, 2008).

Though corporal punishment is illegal in 146 nations still teachers punish children in these countries (Global report 2015). In Asian countries like India, 65% students were being beaten at school. (Kacker, Varadan, Kumar, Mohsin, & Dixit, 2007, p.vi) and 17.5% had experienced one or more forms of corporal punishment by teachers in China (Pinheiro, 2006). In European countries, there are about 1.5 million students who were physically punished every year (Position Paper, 2003, p.385).

Fekkes, Pijpers & Verloove, (2005) found that 16.2% being bullied by teachers regularly in Dutch schools inspite of ban on corporal punishment. According to Office of Civil Rights, 2007, in most of the states in **U.S.**, there were about 2-3 million reported cases of physical punishment in school each year (cited in Greydanus, 2010, p.2). Pottinger and Stair (2009) reported that the most frequent violent behavior of teachers towards students included, being embarrassed or humiliated (29.4%), beaten (23.5%), and unfairly disciplined (20.0%). In **African** schools, studies of seven Middle Eastern and North African countries reported that one-third of students said they had been caned because their class or school had not done well on examinations (Salem-Pickertzt, 2005). Khoury-Kassabri, Astor and Benbenishty (2006) reported the prevalence of physical, verbal and/or sexual harassment by teachers on 15% to 30% students.

Burton and Leoschut (2013) found that 49.8% learners had been caned or spanked by an educator or principal as punishment for wrongdoings. About 94% teachers used corporal punishment in schools in Ghana (Agbenyega, 2006).

Student to teacher violence

Teachers are not only the perpetrator of violence but also victims of violence by students. The term 'Student to teacher violence' is not easy to define as cited by Espelage et al. (2013, p.2) "rarely defined, empirically studied, or meaningfully discussed within academic circles". In England Teacher Support Network highlighted physical, verbal and sexual abuse of teachers by students. About 84% teachers were threatened or abused by sexual comments; 20% educators have been physically assaulted; and 38% have had their personal property (cited in DeWet, 2007). Dzuka and Dalbert (2007) reported that 49% teachers encountered various forms of violence from their students in Slovakia. In **U.S.** about 20% public school educators reported being verbally abused, 8% physically threatened, and 2% attacked by students (Kondrasuk, Greene, Waggoner,

Edwards and Nayak-Rhodes, 2005). In Wales, two-fifths of teachers reported having been assaulted in the classroom and 49% had been threatened with assault (Miloudi, 2009). Across US, 11% of public school principals reported students engaging in acts of disrespect on a daily or weekly basis, and 6% reported students engaging in verbal abuse directed toward their teachers (Robers, Zhang & Truman., 2010) whereas in Wales around 50% teachers reported of being threatened by students (Miloudi, 2009). Espelage, et al., (2013) mentioned that 72% teachers being victimized by students and out of these 44% reported physical attacks. In Australia (Youth Studies Australia, 2005, p.4) 33% of violent attacks on educators are done by students along with this, physical harassment and assaults made up 42% of incidents of abuse.

In **South Africa**, 57.7 % of educators at primary schools and 58.1% at secondary schools report feeling unsafe at their schools when teaching (Burton & Leoschut, 2013). Asian countries also noted such violence as about 16.1% of students involved in violence against teachers in Taiwan (Chen & Astor, 2009). In Turkey, 24% teachers experienced emotional violence, 14.7% faced verbal violence and 6.3% were inflicted with physical violence (Ozdemir, 2012).

The research findings elucidate that violence occur at various levels in schools around world with different rate. De Wet (2007) views that the percentage of violence does not matter as even a few cases of violence may have long term detrimental effect. Both teachers and students appear justified in fearing for their own safety. Defiant, disruptive and violent behaviours decrease the effectiveness and relevance of teaching and learning for everyone involved (Sugai & Horner, 2006). Consequently, violence in schools undermines education for citizenship, therefore, needs to be studied at all the levels.

BACKGROUND OF THE STUDY

Various studies across globe on the issue of violence in schools confirm that it is emerging as a challenge and has been considered as a significant international public health issue (Ginni & Pozzoli, 2009). In India, there are only handful studies on school violence. Despite the well proved adverse effects of school violence, the school authorities here either behave ignorant or try to snub if come across such incidents of violence. Teachers perceive such incidences of name-calling, making fun of others, relational bullying etc as natural part of childhood. Denial may aggravate the situation as these minor incidents which seem to be harmless may become detrimental and terrifying. Green (2005) also opined that less serious forms of violence invariably precede more serious forms of violence. Pinheiro (2006) mentions "minor forms of violence are being tolerated silently and also condoned by the public and in policies and law. Such forms of violence are not deemed worthy of study, discussion or debate" (p.111) thus keep on disturbing the learning environment of schools. Thus it is crucial to determine the number and nature of such acts either minor or serious in schools. The present study was undertaken to find out the prevalence of everyday violence physical and non-physical – experienced and perpetrated by students and teachers both. Findings may help the authorities to recognize the gravity of problem and stimulate to establish intervention programs to make schools safe for all.

METHODOLOGY

Descriptive survey method was used with mixed approach. Questionnaire was used to ascertain the prevalence rate and focus group discussion as well as semi-structured interview was conducted to have an insight about perpetration of violence. The

study was conducted in 2014-15 and it relied upon the self reports of students. Previous analyses with varying samples have supported the validity of self-reports of violence (Due et al, 2009; Fuchs, 2008; Nixon & Davis, 2011).

Participants

Study was conducted in Punjab state and UT Chandigarh of India. Multi-stage sampling was done for selection sample of the study from the selected state. At the first stage, random sampling technique was used to select the districts from where data was to be taken. Proportionate sampling was done for the selection of representative number of schools from the selected districts. While selecting the school, it was ensured that rural, urban as well as private, government schools get appropriate representation. After the selection of the schools, clusters of students from 8th/ 9th class were taken. Study included 124 schools from where 3560 of eighth and ninth graders were contacted out of which 3234 students responded. The final sample of students consisted of 1682 (52%) boys and 1552 (48%) girls and their age fall between 13 to 15 years. Among these students, 1225 (38%) were from government rural schools, 905 (28%) from government schools in urban areas, 743 (23%) from private schools in urban localities and 361 (11%) from private schools of rural areas.

Data Collection Instrument

Self-reporting questionnaire was prepared for the purpose of collecting data about prevalence of various forms of violence in schools. Focus group discussions and semi-structured interviews were also conducted to know about the reasons and effects of victimization.

Student to student violence was conceived as any physical, emotional, relational or sexual discomfort inflicted by a student on fellow student/s. Both direct and indirect forms of victimization were assessed using this scale. The first part of the scale included 21 items pertaining to different forms of student to student violence. Twelve items pertaining to *teacher to student* violence were asked. These items indicated scolding/yelling slapping, pushing, shaking, insults, sexual harassment etc by teachers. Each item asked for frequency of student's victimization during last twelve months. The rate of frequency was as follows: daily, 1-2 times in week, 2-3 times in month, not frequently, rarely and never. Regarding *student to teacher violence*, observation of students for 8 types of violent behaviors of students towards their teachers (yelling /pushing/hitting/insulting/defaming etc) were taken.

The tool was originally prepared in English and later was translated into Hindi and Punjabi also to make it easily comprehensible for students from Hindi and Punjabi medium schools. A pilot study was conducted on five hundred students of class 8th. Cronbach's alpha was calculated to find internal consistency. The value of alpha came out to be 0.85 for items related with student to student violence, 0.89 for items pertaining to teacher to student violence and 0.79 for items for student to teacher violence.

Data Collection Procedure

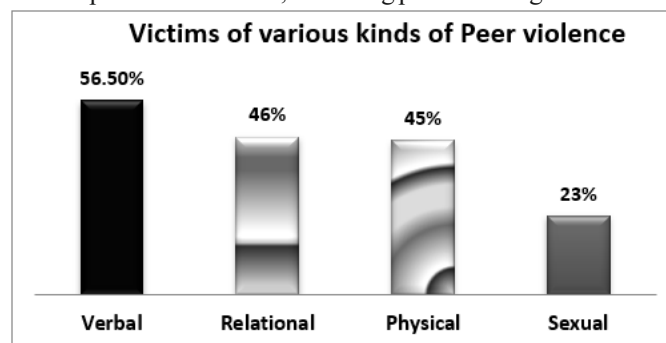
Investigator approached the school principals after taking permission from higher authority. She told them the purpose of the study and asked for permission to collect the data from students. Care was taken to reduce interference of teacher/principal in data collection. Fuchs (2008) opines that teachers or principals interfere with the survey in order to make their school look more peaceful than it actually is. Keeping this in view, investigator requested teachers to give privacy with

students. Rapport was built with students by asking general questions. Informal discussion was conducted on interpersonal behaviors in classroom. As they became comfortable, the questionnaires were distributed to them and requested to respond honestly. Confidentiality and anonymity were particularly ensured.

FINDINGS

Student to student violence

About 31% students reported that they became victims by their peers daily and other 35% students were victimized not in routine but frequently. About 24% students reported for only a few incidents of their victimization. Only 10% students said that they never encountered peer-victimization. While looking at the kind of peer victimization, following picture emerged:



The most prevalent form of violence between students was **verbal violence** which involved name calling, abusing, threatening, defaming, insulting. About 57% of the students reported to face this violence. **Relational violence** was also predominating. Students (46%) stated that their peers had spoilt their relationships with other classmates or excluded them from group activity/work. **Physical victimization** was reported by 45% students. The severe physical violence like attack by bat/ hockey/ stick or with sharp weapons was not common. The incidents of sexual violence are also not exceptional as 23% students reported that they had been harassed mostly by dirty comments/looks/ gestures etc. Along with this, a few students also reported to be harassed sexually by touching etc.

After having an overall picture of student to student violence, the data was analyzed to see the incidences of various types of peer victimization (Table 1).

The most common form of peer victimization was vandalism i.e. **hiding or damaging others' belongings**. Around two third of sample (69% and 63% respectively) had experienced these in last one year. **Name-Calling** is another form of victimization between students reported it to be of daily occurrence with 14% students. Overall, more than half of the sample (53%) faced the problem of called by hurtful names. Other common forms of student violence were **yelling** and **pushing** with prevalence rate of 48.5% and 46.7% respectively. A large number of students (42%) also experienced relational violence by their **exclusion from the group**. About 36% students were **slapped and abused** by their schoolmates during last twelve months with different rate of recurrence. Beside these, 23.5 % students reported that their peer insulted them by **shameful remarks for them** and 17.5% said that their school-mate embarrassed them by **insulting remarks for their family**. Many students (22%) were beaten in schools. Some students (14.5%) reported that they were **assigned various odd tasks** by the strong boys like taking their bags to class, bringing water for them, cleaning their articles etc. Not only this, many students (10.5%) reported that their peer **defamed them by writing embarrassing remarks** for them at various places like walls, benches, blackboard etc. **Cyber**

bullying was also reported by 8% students. Besides the above mentioned physical and psychological violence, **sexual violence in the form of dirty comments or dirty looks/gestures** was also reported to be prevailing among students (37%). The serious kinds of violence like **attack by bat/hockey or sharp weapon** were reported by 8.5% and 6.2% respectively. **Sexual harassment by touching** etc was also faced by 2.3% students.

This rate of peer victimization in schools of Punjab and Chandigarh is far more than international average i.e. 41% as given by Mullis, Martin, Foy, and Arora (2012). Though the forms of peer victimization were mild in most of the cases but were widespread. During focus group discussion, many students told that bullying was not an issue of concern as they did not take it seriously. It was just for fun. If anyone victimized them they reciprocated i.e. 'Tit for Tat'. But there were some students who were deeply hurt due to peer victimization. A few were going through psychological trauma but nobody was there in school to help them out. Among these some were struggling with it silently and others were reacting violently. Those who were perpetrators did not have any regrets. They had their own reasons to justify their behavior and continuing with it. Most of them attribute these reasons to external factors than owns. In many cases the victimization was random and senseless to achieve a meager motive. In such cases, proactive aggressors felt happy, relaxed, empowered, satisfied or some even did not feel anything after victimizing their peers. This is clear indication of lack of empathy among such students. There were some students had certain painful past which caused aggression in them. Again nobody in school either try to understand their problem or help them to manage their aggression. They reported that out of frustration they react violently towards their classmates.

Looking at findings, one may anticipate the effects of violence between students which seem to be harmless to many. These raised concern not for victims but also for perpetrators as schools had not taken any significant steps to deal with violence between students. Due to this, any of so called 'harmless incidences' may turn into severe one.

Teacher to student violence

Nine students out of ten students faced teachers' aggression in past one year. Only 10% students reported that they were never victimized by their teachers in any manner. Data in table 2 illustrates that **scolding** by teachers is the most prevalent, followed by **slapping** by teacher as more than fifty percent students (53.22% and 52.89% respectively). About 41% students reported that they were **made to stand for long** during class hours and around 32% reported to be **spanked/pinched** by their teachers. More than one fourth of total sample (25.6%) reported that they were **made to stand outside** the class during class hours. Beside these, a large number of students (23.7%) stated that their teachers insulted them by passing shameful remarks on them. To more than one fifth of the total sample (22%) their teachers **assigned extra chores** like cleaning of classroom, setting up of furniture etc. as punishment and a similar number of students (21.8%) reported with different rate of incidences where their teachers **grabbed and shaken them**. A large number of students (20.89%) reported that they faced humiliation as their teachers addressed them with hurtful names like 'duffer', 'idiot', 'nikama' (good for nothing) 'Gadha' (donkey), 'Ullu' (Owl) etc. A few students (7.39%) also reported that they were **locked up** in room. The **sexual harassment** by teachers was also reported by 2.44% students.

It is evident from these findings that teacher to student violence is common in schools of Punjab and Chandigarh. National

Commission for Protection of Children's Rights (2012) also found that more than eighty percent students in India had experienced insults about their mental characteristics and three out of four students were beaten with a cane. These findings unveil the failure of authorities to implement 'Ban on Corporal punishment' as imposed by the Supreme Court of India in 2000 and 'Right to Education' act 2009. According to Global report on corporal punishment, similar situation prevails in many Asian, African, European and American states (2015, p.6-7). It indicates that punishment by teachers is accepted by schools administration as well as parents. Jain (2015) also reported that inspite of the use of sticks by teachers; parents weren't doing anything to stop it, indirectly favoring it. Allowing punishment has adverse effects on students. Hyman and Snook (2000) entail "Unnecessarily harsh and punitive disciplinary practices against students create a climate that contributes to school violence. Other researchers (Nasr, 2004; Wasef, 2011) found a positive correlation between corporal punishment by teachers and violent behavior of students. Besides, corporal punishment causes economic losses also as reported by Goel (2010). Out of 13 countries where cost of school violence was estimated by Plan International, India ranked third in terms of the estimated economic loss. Thus findings about violence by teachers call for an urgent action by the educational administration.

Student to teacher violence

Observations of students regarding student to teacher violence (table 3) indicate that various forms of student to teacher violence is quite prevalent in schools. **Yelling** by students on teachers and using bad names for teachers are the most common. Some students also tried to **defame their teachers by writing bad comments/remarks** about teachers on school property etc or online was also reported by students. Incidents of **hitting/pushing** teachers by students were also reported but with low frequency (i.e. it did not happen in routine). Students had also witnessed engagement of outsiders to **threaten or hit** their teachers.

The findings show that even teachers are also not safe in schools. Verbal violence is more common as compared to physical violence against teachers in these schools. This is an emerging form of violence in Indian schools. Incidents of violence against teachers/principals had been highlighted recently in media. Comparing it with other countries, rate of violence against teachers is lesser than in western countries as found by researchers like Benefield, 2004; Burton & Leoschut, 2013; Espelage, et al., 2013; Miloudi, 2009. Violence against teachers has some roots in violence by teachers against students as reported by Chen & Astor (2008) that many students (23%) took aggressive actions against their teachers because of being punished by the latter. It seems true in case of Indian schools as tradition of treating teacher next to God (Guru Devo Bhava) seem to be diminishing. The reason may be explained from the findings of teacher to student violence. Teachers maltreat students and this may be the reason that students have started targeting their teachers. Whatever the reason is, violence of any kind by anyone can never be justifiable.

DISCUSSION OF THE RESULTS

Violence in schools against students and teachers make schools unsafe for both students and teachers to some extent. The findings of the study not only revealed the rate of violence in schools but also unveiled many important issues which need immediate attention. These included students' attitude, teachers' inability, schools' unpreparedness to deal with violence.

Taken together, the rate of violence is higher as compared to

many neighboring countries as well as some western countries. Due et al. (2009) opined that difference in rates of school violence across nations is a reflection of violence in society and relevant school policies. World report on 'Violence against Children' also mentions that "levels and patterns of violence in schools often reflect the levels and patterns of violence in countries, communities and families, these in turn reflect prevailing political and socio-economic conditions, social attitudes, cultural traditions and values, and laws and law enforcement" (Pinheiro, 2006 p. 111). Thus, violence in Indian schools may be seen in context with general unrest in the country as in latest global peace index India ranked at 137 out of 163 (2017). Moreover, violence in school may lead to violence in society also as opined by Jeffhas and Artz, (2007) "a lack of safety at schools may serve to perpetuate crime and violence in society at large" (p.46). In other words, violence breeds violence and permeate from one setting to other.

With regards to level of severity, though the findings of the present study indicated that low level violence was widespread but atrocious cases were uncommon in schools. Still it is an issue of concern as Marshall (cited in De wet 2007) found that the students who were generally shamed, humiliated and targeted by fellow learners may build up anger and hatred that finally explode into physical violence (p.673). The pattern is apparent in Indian schools as a decade back there used to be cases of bullying and corporal punishment but incidents of shooting, hitting hard with weapons is increasing day by day. Not only this, the student to teacher violence which was never reported here in India till recent past is now surfacing. This may be due to pent up aggression of the victims of corporal punishment by teachers. Alzyoud, Ali and Tareef, (2016) found that teachers who receive violence from students are the cause of this violence due to their own actions and practices.

Thus, each act of violence needs attention and intervention irrespective of its nature and frequency. Planning for intervention strategies, need an insight about the causes of increasing incidences of violence in schools.

Some students victimized their peer due to intolerance of diversity, emotional release, displacement of aggression, hiding their own weaknesses, establishing dominance or just sake of fun. In many cases the victimization was just random to achieve a meager motive and violence seems to be senseless. The proactive aggressors felt happy, relaxed, empowered, satisfied or some even did not feel anything after victimizing their peers. This is clear indication of lack of empathy among such students. Some others were reactive aggressors and used aggressive strategies as a reaction to a frustrating situation or to solve their problems. They felt bad after bullying others but use aggressive strategies as they did not know peaceful methods of conflict resolution. Regardless of aggression type i.e. proactive or reactive, to deal with it, the origin of aggression needs to be understood.

Though in some individuals aggression is inherited but in others it is learnt. It was found that irrespective of the age, grade and gender, nowadays students have less internal control. Fighting is the only way that some of them know how to maintain dignity, win the respect of peers, or to be successful (Curwin, 1995). Many behave violently as they observe the adults to exhibit the same for achieve motives. Usually, parents at home and teachers in school use aggressive techniques (most common is shouting in anger/hitting) to get the things done. Not only in homes or schools, children see aggression everywhere in the community may it be during political discussions on news channels, serials,

films or even in streets/roads. Johnson and Johnson (1995) espouse that some politicians and special interest groups may deliberately lie to sell an image or a point of view—actions that have become normal. Killing is sometimes portrayed as understandable and righteous. In such a situation, some students take aggression as way of life. They have become desensitized to its effects or resort to it as a mechanism to protect themselves. Such students need life skill training especially for empathy, anger management and conflict resolution.

As far as violence by teachers is concerned, teachers' unpreparedness to understand and deal with diverse behaviors of students is the major reason. Most of them resort to violence as this is the only way they know to discipline the undesirable behavior of the students. During teacher education programme, they are not trained in non-violent or peaceful ways of maintaining discipline and modifying undesirable behaviors of learners. Twemlow and Fonagy, (2005) opined that educators who resort readily to using physical punishment or other means of bullying are likely to have experienced bullying themselves as children and their socialization may cause them to be accepting of bullying in schools—both student-on-student and teacher-on-student. Besides this, ineffective teaching skills, poor job satisfaction or low self-esteem may also be other reasons for violence by teachers. Many teachers have entered in teaching profession for various reasons except their aptitude for teaching. High expectations from such teachers are futile.

Above all, lack of planned intervention programmes in schools of India could be another reason for violence in schools. Until now, very few schools have specified rules/regulations and prevention strategies to deal with violence in schools. In most of the schools, victimized students do not find any help from teachers or authorities. They decide to take matters in their own hands and 'revert back in violent manner. Moreover, teachers/authorities themselves cause physical or psychological distress to students.

RECOMMENDATIONS

The finding of this study is an alarming sign which caution us to address school violence as a challenge and responsibility. The stakeholders should understand the magnitude of the problem and its present and future consequences only then they can take action to reduce school violence. It is recommended that schools must develop indigenous system to deal with violence in schools considering the successful interventions used in other countries, such as Class rule policy (as in Austria and Netherland), whole school policy of U.K. schools or positive behavioral support system (as in schools of U.S., Canada, Australia).

Whole school approach' to dealing with violence, which moves away from examining individual aspects of the school or context to understanding the school as an entity consisting of, "several 'components', all of which are interdependent – learners, educators, principals, school management teams, and parents (Burton, 2008). All these components need to be taken care of while devising violence interventions in schools..

Establishing School Violence Prevention Policies: Humanized setting with well defined behavioral management policies need to be established in schools. Schools must prepare clear policies that outline roles and actions in response to threats of school violence. The policies may be farmed on the basis of lessons learned thus by researchers, educators and other practitioners who are studying school violence.

Raise the awareness: Students, parents, and teachers must understand that violence of any kind is a serious issue that needs to be addressed. This can be done through discussion, debate, some programs, videos etc.

Safety curriculum: Making violence prevention and conflict resolution part of curricula. A number of conflict resolution or safety curricula have documented promising changes in student attitude and behavior. Before implementation, staff should be trained adequately in the proposed curriculum, in order to ensure commitment to a level of instruction that will be effective in changing student attitudes and behavior.

Training of Alternatives to Corporal Punishment: Though it is difficult to maintain a sense of calm in the face of aggression and disruption but aggressive responses on the part of teachers feed a cycle of escalation. There should be adequate training of teachers and other staff members to deal with school-based violence peacefully. Training of teachers in peaceful strategies for modifying undesirable behaviors of students and also enhancing their academic motivation may help reduce violence among students as well. Teacher Education curriculum should include violence prevention training and the teaching of alternatives to violence. Besides, there should be in-service teacher education programs on helping children cope with violence in their lives. Possible training topics include classroom conflict management, effective disciplinary strategies, practices which can prevent violence as well as steps which can be taken to protect both learners and teachers from becoming victims of school-based violence. Same training to all teachers favours concerns when decision is to be taken which will translate into a better school coexistence.

Classroom Behavior Management: The goal of classroom behavior management strategies is not simply to control student behavior, but rather to help students develop self control and responsibility. Thus any classroom management strategy might be viewed as much as instruction in social interaction, as control of misbehavior. Studies have shown that such classroom management programs have been effective in decreasing suspension, expulsion, and dropout, reducing teacher burnout, and improving student on-task behavior and academic achievement.

Focus on Equity in Students' achievement: School equity should be at the forefront of school violence reduction policies since inequality in students' achievement is linked to schools' level of direct, physical violence, and the percent of low SES students and linguistic heterogeneity predict schools' levels of indirect, emotional violence. Enhancing avenues for students' achievement may reduce the variation in students' achievement within schools, and thus reduce the level of indirect violence. (Agnich & Miyazaki, 2014)

Resources Package for Students: There are certain well tested strategies which inculcate positive behavior among students. These include, Presenting Positive Adult Role Models, Adolescents Transition Programme (ATP), Alternative to violence i.e. peaceful conflict resolution, Development of Positive interpersonal skills, Cooperative Learning, Social Reflection Activities, Out Reach sessions and peer mediations, Responding in Peaceful and Positive way (RIPP). Esttevez, et al (2006) believe that such resources package is the best way of preventing social conflicts in the educational centers. Moreover, these resources have a clear and direct repercussion in coexistence and quality of education, as well as in the personal and professional satisfaction of teacher staff; and on the whole.

Early response to potentially violent individuals: Ignoring misbehavior gives students the message that posted rules are not really in effect. While it is not necessary to treat all infractions severely, it is necessary to let students know, through consequences appropriately geared to infractions, that the rules of the school and classroom do have meaning and will be enforced. There are abundant studies that have shown that schools with a commitment to bullying prevention are able to reduce its occurrence.

Interventions with violent students: It must be ensured that aggressors understand why their behaviour is unacceptable and be given the necessary tools to develop alternative behaviours. In order to achieve this, specific programs on problem-solving strategies, self-control techniques, as well as measures to develop empathic abilities, can be very useful (Boyle, 2005). The benefits of these activities reside in the fact that they promote relevant aspects such as the choice of alternative solutions rather than the use of violence, the evaluation of the consequences of violence for students. These positive strategies favor the development of a healthy environment, whereas on the contrary, the adoption of strictly penalizing measures such as severe punishments and expelling from school, have proven to be very inadequate ways of facing violence in the schools.

Parent-Teacher Connects: The education system has become flexible reducing the importance of a teacher and educational institution. In this situation constant parent teacher contact may be helpful. Parents must be oriented on how to use positive discipline strategies, and how to support their children's learning and achievement. They should be told about the ways to reduce children interaction with violent media.

Counselling services: It is important that counselling services are made available for learners in dealing with causes and effects of school-based violence. This will help in reducing teachers' workload as currently teachers are expected to occupy multiple roles of being counsellors and teachers at the same time. But the problem is that in our country we do not have adequate number of professionally trained counselors. To prepare professionally trained counselors the universities should start the degree programmes (instead of diplomas) such as Bachelors or Master in School Counselling etc.

Restrictions on Media: Either there is ban on the aggression in political discussion on news channels or the timings or the timings may be after 10 so that children may not learn violence from these. Besides, Board Casting Council of India must work proactively to evaluate the content being shown on television keeping in view its effect on children. Also parents must complaint about such programmes to BCCI.

Working with Community: There is a dire need to work with community structures such as based on faith based organizations to address the problem of violence in our community. Burton (2008) believes that focusing on development of relationships, academic achievement and appropriate forms of discipline, school can model a different way of being for children coming from violent homes and communities and in turn improve society.

CONCLUSION

Student misbehavior may escalate with the introduction of a new system, as students "test the limits." Yet most teachers and schools find that the additional time needed to prevent or de-escalate classroom disruption is more than made up by the savings in time from fewer office referrals and the overall

improvements in school climate. Individual level interventions do not appear to be sufficient to bring violence under control. Rather, a whole school effort may be necessary, including interventions at the school, class, and individual levels. It is wrong to see violence in schools as the responsibility of teachers and school principals only. Everyone should play a role and be involved in promoting non-violent attitudes amongst school-going pupils and the youth in general. The perceived legitimacy and effectiveness of school actions against violence may well be affected by these wider issues (Smith, 2008). Thus all the stake holders have to assume shared responsibility to curb the violence and making school a safer and welcoming environment for students and teachers.

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Different types of violent behavior by some students towards other students	Daily	1-2 times in a week	2-3 times in a month	Occasionally	Very few
Yelled at	5.59%	9.05%	7.23%	21.39%	6.50%
Pushed	3.55%	9.17%	8.39%	19.50%	6.16%
Abused	4.89%	8.62%	5.17%	13.84%	3.50%
Slapped	2.72%	8.28%	6.89%	14.44%	4.06%
Beaten	0.56%	5.05%	3.33%	10.61%	2.50%
Threatened	1.50%	3.27%	3.16%	9.45%	2.33%
Forced for Odd tasks	0.89%	2.23%	2.73%	7.45%	1.28%
Attacked by some bat/hockey stick	0%	1.00%	1.44%	4.00%	1.72%
Attacked by some sharp weapon	0%	0.56%	1.33%	2.96%	1.39%
Took belongings without permission	20.20%	19.90%	21.44%	8.02%	8.00%
Teased by Hidden your belongings	10.30%	16.97%	20.42%	11.20%	10.28%
Destroyed your belongings	8.98%	12.64%	16.85%	12.05%	12.10%
Excluded you from group-work	2.84%	7.10%	7.38%	10.23%	14.20%
Called by hurtful names	13.88%	9.67%	7.22%	15.88%	5.44%
Insulted by shameful remarks	1%	3.44%	4.67%	12.33%	2.05%
Insulting remarks for family	1.61%	2.78%	2.72%	8.50%	1.88%

Defamed by pasting embarrassing remarks on board or some other places in school	0.44%	1.44%	1.11%	5.38%	2.05%	
Defamed by posting foul remarks online	0.17%	0.61%	0.70%	2.50%	0.50%	
Defamed by SMS/MMS	0.11%	0.33%	0.61%	2.38%	0.33%	
Harassed sexually by touching	0.28%	0.22%	0.33%	1.38%	0.44%	
Sexually Harassed by passing dirty comments or dirty looks or gestures	4.63%	5.35%	7.27%	9.58%	10.20%	

Table 1: Percentage of student victims of different kinds of student to student violence in schools

Different types of Violent Acts by Teachers	Daily	2-3 times in a week	2-3 times in a month	Occasionally	Infrequently	
Scolded	16.17	7.67	5.33	17.83	6.22	
Slapped	4.22	10.05	10.27	21.44	6.89	
Spanked/ pinched	2.5	7.94	6.5	12.5	2.5	
Shaken up/grabbed	1.44	2.89	3.5	11.33	2.67	
Assigned extra chores	1.55	2.61	4.11	12.39	1.5	
Kept on standing during the class	2.33	8.78	8	15.33	6.67	
Asked to stand outside the class	2.33	4.67	4.67	10.11	3.83	
Locked up student/s in room	0.83	0.83	0.61	4.67	0.44	
Passed such remarks that were very shameful for the students	2.5	3.44	4.61	10.72	2.44	
Given students hurtful names	2.44	2.94	2.55	7.78	5.17	
Harassed sexually	0.17	0	0.22	1.67	0.44	

Table 2: Prevalence of different kinds of teacher to student violence in schools as reported by students

		Almost Daily	1-2 times in a week	2-3 times in a month	Not much	Rarely any	
Shout at the teacher	Students	1.22	2.44	1.44	5.83	4.83	
	Schools	11%	13%	6%	5%	12%	
Pushed/ hit the teacher	Students	0.67	0.33	0.28	4.17	3.61	
	Schools	3%	2%	4%	3%	7%	
Used bad names for teachers	Students	3.39	2.11	2.33	9.94	3.72	
	Schools	25%	15%	11%	5%	3%	
Defame the teachers by writing shameful remarks on board or on social network sites.	Students	1.05	0.67	0.5	4.72	2.89	
	Schools	10%	5%	6%	12%	13%	
Threatened the teacher	Students	0.72	1	0.55	4.22	3.17	
	Schools	2%	3%	7%	4%	3%	
Involved outsiders to hit the teachers after the school hours.	Students	0.67	0.44	0.39	3.55	3.11	
	Schools	0%	0%	3%	3%	7%	

Table 3: Student to teacher violence in schools as witnessed by the students and their frequencies of occurrence